



# ST GEORGE'S ACADEMY

## CHILD PROTECTION AND SAFEGUARDING POLICY

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### 1. Rationale

This policy shall apply to all employees and volunteers of St George's Academy. This policy outlines the manner in which safeguarding, including child protection and promoting students' welfare, will be addressed, in accordance with DfE guidance. It is reviewed and updated regularly to take into account the latest DfE circulars and directives.

### 2. Responsibility and Implementation

It is the responsibility of all employees to adhere to this policy. The implementation of this policy on an operational level is the responsibility of the Lead DSO at each campus, in conjunction with the student welfare team. It is the responsibility of ALL STAFF to read at least Part 1 of 'Keeping Children Safe in Education 2019'.

### 3. Policy Objectives

This policy sets out how the Academy is carrying out its statutory responsibility to safeguard and promote the welfare of children, in accordance with Section 157 of the Education Act 2002, Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2019, and the Counter-Terrorism and Security Act 2015. The Academy will also follow the guidance contained in Meeting the Needs of Children in Lincolnshire 2015. The Teachers' Standards 2012 'teachers should safeguard children's well-being as part of their professional duties'.

(Teaching online safety in schools DFE 2019)

The purpose of the policy is to ensure that:

- The welfare of the child is paramount
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body

This policy applies to all staff, including volunteers, temporary and supply/visiting staff.

The Academy will ensure that:

- There are at least two Designated Safeguarding Officers (DSO) including a Lead DSO, for child protection in Academy setting, who have received training at the appropriate level and receive support for this role. The LDSO is a member of the Academy's Senior Leadership Team (Jeanette Steward [jeanette.steward@st-georges-academy.org](mailto:jeanette.steward@st-georges-academy.org) There is a deputy Safeguarding Lead on both campuses too (see detailed list Appendix A)
- There is a named Governor who has responsibility for Child Protection and Safeguarding on the Governing Committee (Mr Roger Burrell)
- The Governors have received updates from the LDSO on safeguarding policies and procedures
- All members of staff, supply staff, students and volunteers know the names of the LDSO and other DSOs for child protection/safeguarding and their roles, in the Academy
- All necessary internal and inter-agency child protection procedures are in place as required
- Guidance and training is given to staff to ensure best practice. Staff should receive safeguarding updates throughout the year in addition to their formal safeguarding training via bulletins, email and briefings



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- Links are in place with other relevant policies to safeguard the general welfare of the children and young people
- It provides a clear statement of the Academy's responsibilities in the event of a concern about the conduct of a member of staff

#### 4. Policy Guidance

There are four main elements to our policy:

- Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos
- Procedures – for identifying and reporting cases, or suspected cases of abuse
- Support to children – who may have been abused
- Preventing unsuitable people working with children – by following the DfE guidance in [Keeping Children Safe in Education - September 2019](#) together with the school's individual procedures

#### 5. Prevention

The school will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop
- Children know that there are adults in the school whom they can approach if worried or in difficulty
- Adequate signposting to external sources of support and advice is in place for staff, parents and pupils through our extensive pastoral system and use of Leicester Street and Family support
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum and during our Life Skills programme
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure
- It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children 'Think the unthinkable' [Keeping Children Safe in Education - September 2019](#)
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach



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- It works in accordance with '[Working Together to Safeguard Children 2018](#)' (Appendix B) and supports the Lincolnshire (Local Safeguarding Children Board (LSCB)) Continuum of Need (Appendix G) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum
- Our school's arrangements for consulting with, listening and responding to pupils are part of our ethos and Life Skills programme which encourages student to talk. They are clear of our role to support them whilst understanding no secrets can be kept
- There is a commitment to the continuous development of staff with regard to safeguarding training:
  - All designated safeguarding officers also follows the LSCB 6-year training pathway and attends the LSCB Inter-Agency Safeguarding training
  - The Designated Safeguarding Lead, and Deputy attend the termly briefings for Designated Safeguarding Leads coordinated by Lincolnshire County Council Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead will attend at least two briefings per academic year. Relevant information is fed back to staff and incorporated into our Life Skills programme for students

Our Safeguarding Policy cannot be separated from the general ethos of the Academy, which will ensure that students are treated with respect and dignity; taught to treat each other with respect; feel safe; have a voice and are listened to.

The Academy will:

- Ensure ALL staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure all staff complete the compulsory training, which includes an on-line test, to enable them to be alert to signs and indicators of possible abuse (see Appendix C for current definitions and indicators)
- **EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**
- In Lincolnshire we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators. (refer to section 2.7 for the specific types of support on offer)
- The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap
- All staff should understand the '[Meeting the Needs of Children in Lincolnshire](#)' procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures
- All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each
- School staff contribute to assessments along the '*Continuum of Need*' (see Appendix G) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family and environmental factors

**Early Help:**



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Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children \(2018\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at [www.lincolnshire.gov.uk/ESCO](http://www.lincolnshire.gov.uk/ESCO) All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at [www.lincolnshirechildren.net](http://www.lincolnshirechildren.net)

#### **What is Team Around the Child (TAC)?**

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0-19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

#### **Support and Guidance Available:**

Please refer also to the LSCB Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](#)') at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). In addition the following staff are available to support professionals.

**Early Help Advisors** are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

**Early Help Consultants** provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or [earlyhelpconsultants@lincolnshire.gcsx.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gcsx.gov.uk)

**TAC Administrators** provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact [tacadmin@lincolnshire.gcsx.gov.uk](mailto:tacadmin@lincolnshire.gcsx.gov.uk)



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**Further Support for Schools and Academies** In addition to the support outlined above, and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at [www.lincolnshirechildren.net/tac](http://www.lincolnshirechildren.net/tac)

The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

### 6. Procedures and record-keeping

St George's Academy will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCB Inter-Agency procedures](#)) All staff reporting incidents are asked to do so in writing as evidence for further referrals once a verbal discussion has taken place. These are used during referrals and filed.

The school will ensure that:

- Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018 and the GDPR ensuring that information is:
  - Used fairly and lawfully
  - For limited, specifically stated purposes
  - Used in a way that is adequate, relevant and not excessive
  - Accurate
  - Kept for no longer than necessary
  - Handled according to people's data protection rights
  - Kept safe and secure
- The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe
- Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed
- Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access electronic records will be controlled by the Principal and Designated Safeguarding Lead
- There is always a Designated Safeguarding Lead/Deputy (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role
- The Policy is updated at least annually and that changes are made in line with any new DfE or other government department guidance
- In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary



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- Staff must report any concerns about adults who work with children or young people to the Principal or to the Chair of Governors in the event of an allegation of abuse made against the Principal. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (see Section 4 of [Keeping Children Safe in Education - September 2019](#)) The Emergency Duty Team should be contacted outside normal working hours 01522 782333 (See Appendix D)
- In the case of poorly explained serious injuries, or where behaviour or concerns arouse suspicion, if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors
- The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours

Conversations with a child who discloses abuse should follow the basic principles:

- Listen rather than directly question, remain calm
- Never stop a child who is recalling significant events
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- Advise you will have to pass the information on
- Avoid coaching/prompting
- Never take photographs of any injury
- Allow time and provide a safe haven/quiet area for future support meetings
- At no time promise confidentiality to a child or adult

#### 7. Role and responsibilities

The school will ensure that every member of staff and persons working on behalf of the Academy:

- Know the name of the Designated Safeguarding Lead (DSL) and deputy and his/her role and responsibility
- Has read part 1 of [Keeping Children Safe in Education - September 2019](#). See Appendix I
- Has an individual responsibility to refer Safeguarding (Child Protection) concerns
- Knows what to do if a child tells them he/she is being abused or neglected (Appendix C) and [What to do if you are worried a child is being abused – Advice for practitioners](#)
- Will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:
  - Their personal responsibility / code of conduct / teaching standards
  - School and LSCB child protection procedures and how to access them
  - The need to be vigilant in identifying cases of abuse at the earliest opportunity
  - How to support and respond to a child who discloses significant harm
  - In addition, the DSL completes training at least every 2 years to help them understand their role and responsibilities
- Knows their duty concerning unsafe practices in regards to children by a colleague or any other adult that works with children
- The DSL will disclose any information about a pupil to other members of staff on a need to know basis
- The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this



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- The school will ensure that parents have an understanding of their obligations re Child Protection by intervention as and when appropriate
- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection)
- Ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the [Early Help Consultants](#) in the locality
- Complete reports and send representatives to case conferences, core groups and Child Protection review meetings
- Notify any allocated Social Worker if:
  - A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - There is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- Ensure all staff in scope of the Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' have completed a Disqualification Declaration
- Ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number
- Ensure all staff have the skills, knowledge and understanding necessary to keep [looked after children](#) safe
- Ensure information sharing in advance of transferring a child protection file. Files will be transferred separately from main files to the LDSO. Files are stored separately in a secure place for limited view

#### 8. Supporting vulnerable pupils at risk

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school will endeavour to support vulnerable pupils through:

- Its ethos, which promotes a positive, supportive and secure environment; giving pupils a sense of being valued
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour
- Liaison with other appropriate agencies which support the pupil
- Developing supportive relationships
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/LSCP multi-agency training (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs/alcohol substance misuse etc)



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- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)
- Following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary

#### **Extremism and radicalisation**

St George's Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St George's Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"

This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

#### **Risk assessment:**

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or [PREVENT@lincolnshire.gov.uk](mailto:PREVENT@lincolnshire.gov.uk)

#### **Working in Partnership:**

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)

The key aim of the [PREVENT strategy in Lincolnshire](#) is to help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context





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- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

### **Staff training:**

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help (Appendix H)

All staff can undertake PREVENT e-learning via the [LSCP website](#). Face to face learning is available to book via the [Stay Safe partnership website](#).

### **Referral process:**

As part of the duty to protect young people from the messages of extremism, the school may refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided [channel@lincs.pnn.police.uk](mailto:channel@lincs.pnn.police.uk) Before doing this the school should contact [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or [PREVENT@lincolnshire.gov.uk](mailto:PREVENT@lincolnshire.gov.uk) to seek advice and support to see if a Channel referral is appropriate. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead. The SPOC for St George's Academy is Mrs J Steward. The responsibilities of the SPOC are described in Appendix H.

### **IT policies:**

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. Settings can require pupils and staff to abide by acceptable user policies, which make clear that accessing such sites, is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

### **Wider issues to consider:**

These are some further areas to consider in implementing the prevent agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
- Curriculum including a balanced Religious Education, Personal Social and Health Education etc

## **9. Female Genital Mutilation (FGM)**



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Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and legal requirement and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

#### **10. Youth produced sexual imagery (sexting) (Guidance: sexting in schools and colleges 2016)**

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as images or videos generated:

- By children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases, children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures. When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm



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- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

### **Securing and handing over devices to the police:**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, '[Searching, screening and confiscation at school](#)'.

### **11. Peer on peer abuse (also see separate policy)**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

#### **Types of abuse:**

There are many forms of abuse that may occur between peers and this list is not exhaustive:

- Physical abuse e.g. biting, hitting, kicking, hair pulling etc
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc
- Bullying e.g. physical, name calling, homophobic etc.
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way. We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive Life Skills curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

#### **Expected action taken from all staff:**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have



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forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers.

#### 12. Safer recruitment and professional boundaries

The school pays full regard to DfE guidance [Keeping Children Safe in Education – September 2019](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate (Appendix E). We do this by:

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the ['Teacher Services' system](#)) and the right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance [Keeping Children Safe in Education – September 2019](#) and LSCP, LADO and HR Policy, procedures and guidance
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct
- Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities
- Supporting staff confidence to report misconduct
- At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. The local authority recommends as best practice that at least one person in school has completed the LSCB face to face Safer Recruitment within the last 5 years E-learning is also available. Training is available to book at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb) (click 'Training')

#### 13. Whistleblowing procedure

Be aware of our Whistleblowing Policy.

The LCC policy and process for schools can be found at <https://www.lincolnshire.gov.uk/111773.article>



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There should be at least one member of staff and at least one governor who other members of staff can contact if they wish to report concerns. School staff can also contact the local authority on 0800 0853716 or [whistleblowing@lincolnshire.gov.uk](mailto:whistleblowing@lincolnshire.gov.uk) in case a staff member feels they should report to someone outside the school.

The governing body minutes should include a record of:

- The school's whistleblowing arrangements
- The people in and outside the school that staff members should report concerns to

Every member of staff must be informed of the school's whistleblowing arrangements.

Every staff member, including temporary staff and contractors, should know:

- What protection is available to them if they decide to report another member of staff
- What areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure
- The different routes available to them for reporting a concern, including who they can approach both in and outside the school.

All staff and contractors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** and be aware that they can use this line if:

- The school doesn't have clear safeguarding procedures to follow
- They believe their concerns won't be dealt with properly or may be covered-up
- They have raised a concern but it hasn't been acted upon
- They are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

#### **14. Communication with parents and carers**

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

#### **15. Governing board responsibilities**

The Governing Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.



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The Governing Board have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Principal; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the Governing board, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk)

#### 16. (LADO) Allegations made against adults who work with children

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. The Principal must be notified or, where the allegation is against the Principal, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO).** (contact information in Appendix A) Further guidance is in part 4 of the statutory document; [Keeping Children Safe in Education – September 2019](#))

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- The vulnerability of children away from home
- The higher standards of conduct demanded by law and regulation of those caring for other people's children
- The position of trust enjoyed by such people

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

A LADO referral form should be completed for each contact with LADO and emailed to [LADO@lincolnshire.gcsx.gov.uk](mailto:LADO@lincolnshire.gcsx.gov.uk)

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individual's personal life or be historic.



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Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

### 17. Other related policies

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

School to list cross referenced policies/guidance below:

- Acceptable Use policy
- Anti-Bullying policy
- Attendance policy
- Behaviour policy
- [Child Sexual Exploitation Toolkit and procedures](#)
- Children Missing Education policy
- Complaints procedure/policy
- Data Protection/Information Sharing protocol
- [Domestic Abuse Resource pack & policy](#)
- [Extremism and Radicalisation PREVENT guidance](#) & policy
- [E-Safety guidance](#) & policy
- [Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings](#)
- Intimate Care policy
- [Keeping Children Safe in Education September 2016](#)
- [Meeting the Needs of Children in Lincolnshire](#)
- [Peer to Peer Abuse policy](#)
- [Professional Resolution and Escalation Protocol Flowchart](#)
- Pupils living with HIV procedures
- [Sexting in Schools & College Guidance](#)
- SEND policy
- Staff Code of Conduct / Staff Handbook
- [Team Around the Child \(TAC\) Handbook](#)
- Working Together to Safeguard Children March 2019



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#### Appendix A - Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Academy Designated Safeguarding Lead :	Jeanette Steward <a href="mailto:jeanette.steward@st-georges-academy.org">jeanette.steward@st-georges-academy.org</a> Tel: 01529 302487
Sleaford Campus Deputy:	Tracey Dickinson Amy Adams
Designated Safeguarding Lead (Ruskington):	Claire Crawshaw <a href="mailto:claire-crawshaw@st-georges-academy.org">claire-crawshaw@st-georges-academy.org</a> Tel: 01529 302487
Ruskington Campus Deputy:	Rick Freeman Rachel Sanderson
Our local contact numbers are:	
Safeguarding of children concerns (Children living in Lincolnshire)	01522 782111 Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice  01522 782333 (6pm-8am + weekends and Bank Holidays) Emergency Duty Team
Allegations against /concerns about adult(s) working with children	The Head/Chair must contact LADO to discuss concerns & course of action.  Staff must report concerns to the Principal or in the event of concerns about the Principal concerns must be reported to the Chair of Governors.  The Principal/Chair must contact LADO to discuss concerns & course of action.  Lincolnshire Local Authority Designated Officers (LADO) Rachael Powis and Jemma Parkinson 01522 554674 <a href="mailto:LADO@lincolnshire.gcsx.gov.uk">LADO@lincolnshire.gcsx.gov.uk</a>
Police (Emergency) Police (Non Emergency)	999 101 01522 947590 (Lincolnshire Police Public Protection Unit, Central Referral Unit)
Safeguarding Children Officer (Education Settings) for advice around safeguarding policy, audits etc.	01522 554695 Ruth Fox <a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a> <a href="#">Stay Safe Partnership</a> 'Safeguarding in Schools' tab





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### Terminology:

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.



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#### Appendix B – Working together to safeguard children March 2019

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- A senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Clear whistleblowing procedures which reflect the principles in the Sir Robert Francis Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
- Arrangements which set out clearly the processes for sharing information with other professionals and with the Local Safeguarding Children Board (LSCB)
- A designated professional lead for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check
- Appropriate supervision and support for staff, including undertaking safeguarding training
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role



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#### Appendix C – Definitions of abuse (Working together to safeguard children, 2019)

### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include unresponsiveness to, or neglect of a child's basic emotional needs.

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- Conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- Preventing the child participating in normal social interaction
- seeing / hearing the ill-treatment of another
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

### Sexual Abuse

- Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
- Physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse

### Physical Abuse

A form of abuse which may involve:

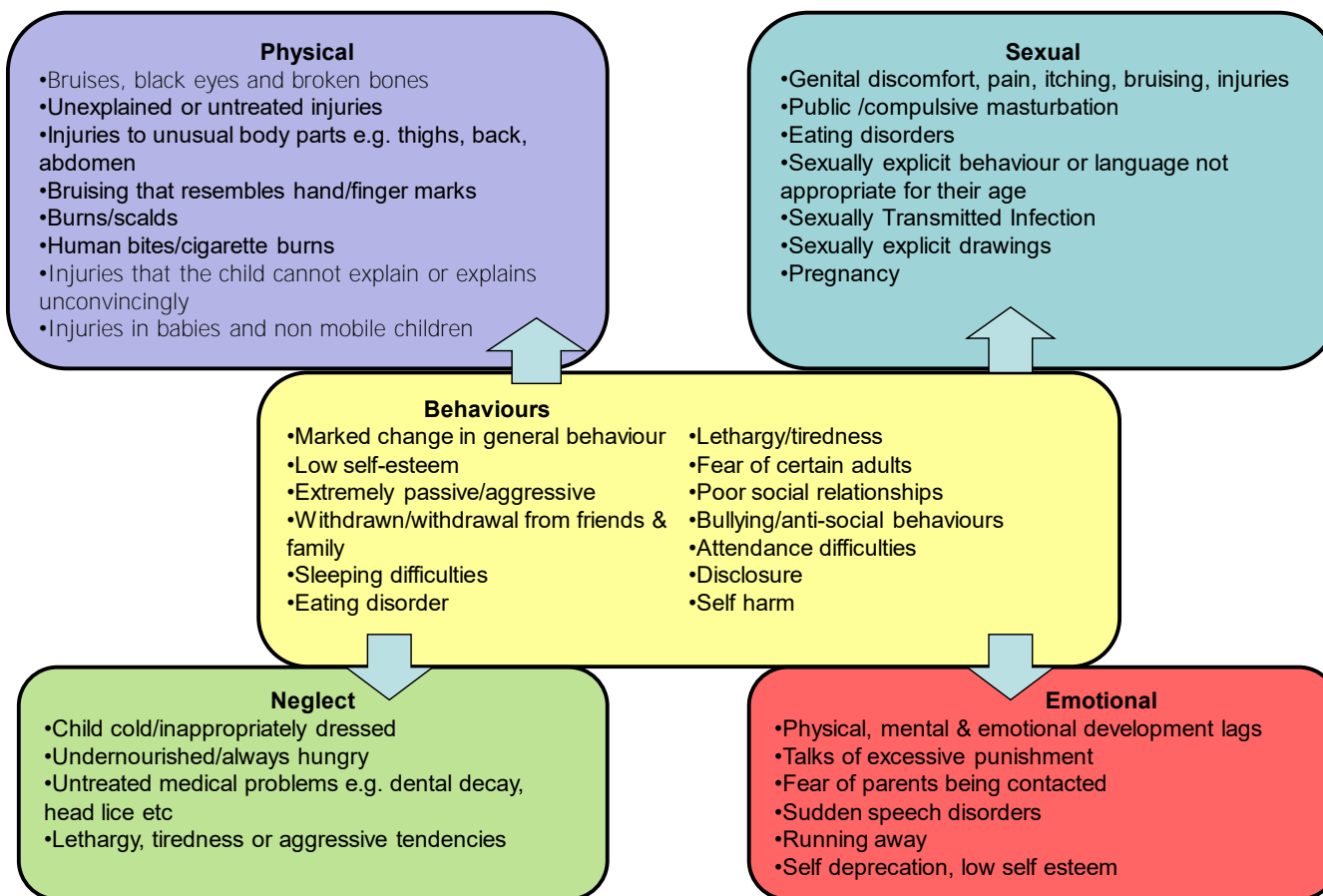
- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child
- Injuries in babies and non-mobile children



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# Symptoms of Abuse





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#### Receiving Disclosures:

##### **Receive**

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



##### **Reassure**

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

##### **Report and Record**

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

##### **Things to include:**

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



*Records should be reviewed regularly and any new concerns should be added and responded to immediately.*



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### **Responses from Parents:**

Research and experience indicates that the following responses from parents may suggest a cause for concerns across all four categories.

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example a fractured limb)
- Incompatible explanations offered, several different explanations, or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

### **Disabled Children:**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour medication, such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures



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### Appendix D – Allegations about a member of staff, governor or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical - for example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling (Please refer to our Restraining Policy)
- Emotional - for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights and attitudes that discriminate on the grounds of race, gender, disability or sexuality
- Sexual - for example sexualised behaviour towards students, sexual harassment, sexual assault and rape
- Neglect - for example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment

The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. Grooming a child or young person under 18, with a view to a future sexual relationship, may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither heterosexual nor homosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person about a member of staff will be listened to and referred to the Principal.

If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation himself or interview students.

The Principal must exercise and be accountable for their professional judgement on the action to be taken, as follows:

If the actions of the member of staff and the consequences of the actions, raise credible child protection concerns, the Principal will notify the Local Authority Designation Officer (LADO) Team (tel: 01522 554674).

The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals with Children's Social Care to address the needs of children likely to have been affected.

If the actions of the member of staff and consequences of the actions do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the Academy's own internal procedures.

If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion and the reasons for the decision should be recorded on the Child Protection file.



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### Appendix E – A safer school culture with safer recruitment and selection

The school pays full regard to 'Keeping Children Safe in Education' (DfES 2019) and with reference to the "Positive of Trust" offence (Sexual Offences Act 2003).

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

We hold a SCR and hold a policy of disqualification by association within line with LCC.

Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.

Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance 'Keeping Children Safe in Education' (2018): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and LSCP, LADO and HR Policy procedures and guidance.

Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.

Supporting staff confidence to report misconduct.

At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in school should have completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

All main interview leads have completed Safer Recruitment training. This includes The Principal Mrs Laranya Caslin, Chair of Governors Mr G Arnold, Mrs Steward (DMS), Mrs Crawshaw (DMS) and Mrs Rachel Madge (Human Resources). One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.





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### Appendix F – Lincolnshire Safeguarding Children Partnership



#### 6 Year Safeguarding Children Training Pathway (June 2019)

The LSCP currently recommends a programme of Safeguarding training for all practitioners.

- The courses are delivered via a combination of **e-learning** and **face-to-face** training
- The pathway is designed to develop learning. It is therefore important to start with year 1 learning
- Participants can select the most relevant course for their needs, but please note the conditions for course entry (**prerequisites**). It is important these are completed as all **face-to-face** learning builds on the **prerequisites**
- Courses with (MR) indicate minimum required for Designated Safeguarding Lead over a 6 year period, however the other courses demonstrate a commitment to Safeguarding children and young people

Staff not in frequent contact with children, young people and or parents/carers who may become aware of possible abuse or neglect are required to complete the courses below as a minimum. For example: librarians, GP receptionists, housing maintenance staff, environmental health officers and early years support staff.

Module title	Year	Method of Delivery
(MR) Safeguarding Everyone- Protecting Children, Young People and Adults at Risk	Induction	E-Learning
Introduction to Safeguarding Children	Induction	E-Learning
Domestic Abuse Awareness – short course	Induction	E-Learning
Working with children with disabilities	Induction (if applicable)	E-Learning

The training listed below should be completed by those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment. It should also be completed by members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Module title	Year	Method of Delivery
(MR) Awareness of Child Abuse and Neglect – CORE	1	E-Learning Must be completed before applying for 2 day course



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		inter agency safeguarding children and young people
(MR) Inter Agency Safeguarding Children and Young People Prerequisite: Awareness of Child Abuse and Neglect: CORE	1	2 day face to face training
Parental Mental Health	1	E-Learning
Awareness of Domestic Violence and Abuse	1	E-Learning Must be completed before applying for 1 day course Domestic Abuse
Understanding Pathways of Extremism	2	E-Learning
Children and Young People who go missing	2	E-Learning Must be completed before applying for 1 day course Child Exploitation
Safeguarding Children from Abuse by Sexual Exploitation	2	E-Learning Must be completed before applying for 1 day course Child Exploitation
(MR) Child Exploitation Prerequisite: Children and Young People who go missing and Safeguarding Children from Abuse by Sexual Exploitation	2	1 day face to face training
(MR) Safeguarding Children Refresher	3	E-Learning
An introduction to FGM, Forced Marriage, spirit Possession and Honour Based Violence	3	E-Learning
Trafficking, exploitation and modern slavery	3	E-Learning
(MR) Multi-Agency Domestic Abuse Prerequisite: Awareness of Domestic Violence including the impact on children	3	1 day face to face training
Self Harm and Suicidal Thoughts in Children and Young People	4	E-Learning Must be completed before applying for 1 day course Supporting Children and Young People with Mental Health in Lincolnshire
(MR) Supporting Children and Young People with Mental Health in Lincolnshire Prerequisites: Self Harm and Suicidal Thoughts in Children and Young People	4	1 day face to face training
Hidden Harm – The effects of parental problem substance use on children and Parental Mental Health	4	E-Learning Must be completed before applying for 1 day course Recognise Disguised



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		Compliance and Disengagement within Families and Drug Awareness
(MR) Recognise Disguised Compliance and Disengagement within Families Prerequisites: Hidden Harm – The effects of parental problem substance use on children and Parental Mental Health	5	1 day face to face training
An introduction to the Autism spectrum	5	E-Learning
A new approach to child poverty	5	E-Learning
(MR) The Unrecognised Power of Language	6	1 day face to face training
Special Education Need and Disability (SEND)	6	E-Learning
(MR) Drug Awareness Prerequisite: Hidden Harm – The effects of parental problem substance use on children and Parental Mental Health	6	1 day face to face training
Young carers – short course	6	E-Learning

It is recommended that those in regular contact with children and young people also attend the Early Help Consultant workshops, forums and supervision sessions to enhance knowledge and support continued professional development.

Assessment – The beginnings of TAC	3 hour workshop
TAC Planning and Reviewing	3 hour workshop
Worry statement and goals	3 hour workshop
Lead Professional workshop	3 hour workshop
Voice of the child workshop	3 hour workshop
TAC forums	2-2.5 hours
Group Supervision	2 hours

Designated Safeguarding Lead within educational settings should also attend School Safeguarding briefings. To book onto Safeguarding Briefings for Education Designated Safeguarding Leads please contact [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk) or see the safeguarding bulletins on Perspective Lite.

N.B.

- In addition to this formal pathway, staff are expected to update their Safeguarding knowledge and skills via completion of their own agency training and specialist e-learning modules available via the LSCP website. It is advisable that at least one course a year is completed.
- All courses are free to LSCP members and the voluntary sector. For more detail please refer to the LSCP Training Programme for costs and charges for nonattendance/completion. <http://www.lincolnshire.gov.uk/lscb>
- Virtual College has also developed e-learning modules for the Home Office that have free access for all:
  - Dealing with female genital mutilation (FGM): [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)
  - Awareness of Forced Marriage: [www.fmelearning.co.uk](http://www.fmelearning.co.uk)

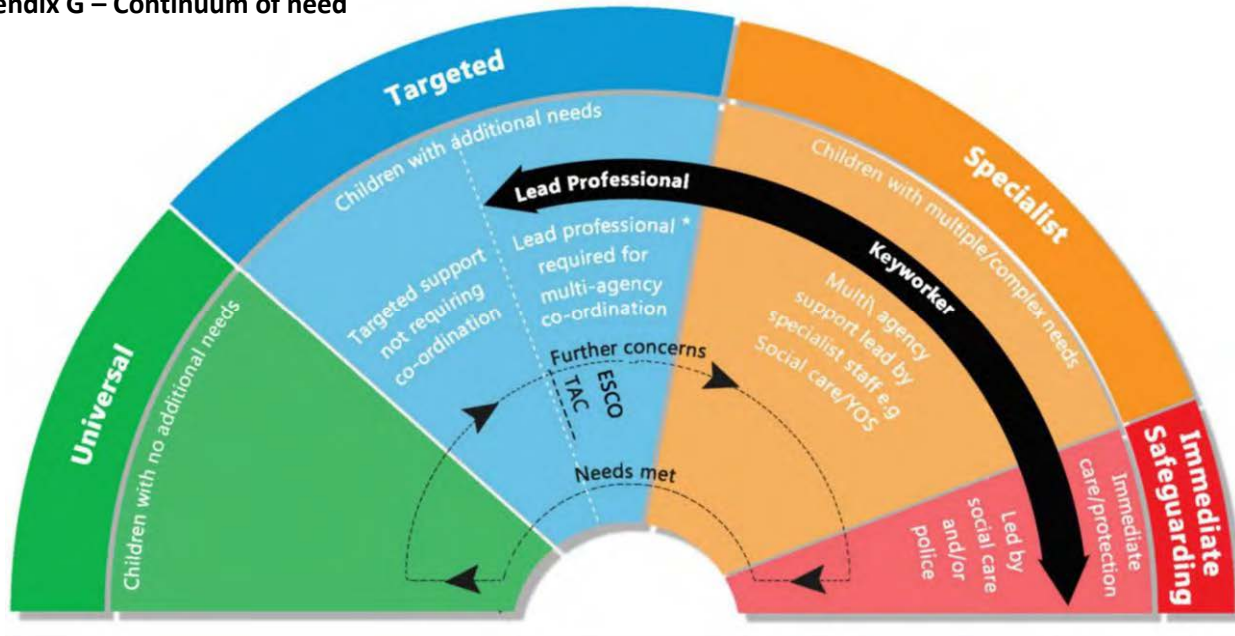
To meet the requirements of the [Roles and Competencies for Health Staff](#) (Jan 19 fourth edition).



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### Appendix G – Continuum of need



<p><b>UNIVERSAL</b> Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <p>RESPONSE: - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.</p>	<p><b>TARGETED</b> Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <p>RESPONSE: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.</p>
<p><b>COMPLEX</b> Children and young people who have a range of additional needs affecting different areas of their life.</p> <p>RESPONSE: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. Identify a lead professional to co-ordinate support and be primary link with the family. Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</p>	<p><b>SPECIALIST</b> Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service. Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</p>



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If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre Tel: 01522 782111

School staff contribute to assessments and actively support multi agency planning. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.



#### Early Help:

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2019)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process



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- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD)

Further information can be seen at [www.lincolnshire.gov.uk/ESCO](http://www.lincolnshire.gov.uk/ESCO)

All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at [www.lincolnshirechildren.net](http://www.lincolnshirechildren.net)

### **What is Team Around the Child (TAC)?**

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0-19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

**Support and Guidance Available:** Please refer also to the LSCB Website and publications (Particularly 'Meeting the Needs of Children in Lincolnshire' <http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/>) at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). In addition the following staff are available to support professionals:

**Early Help Advisors** are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

**Early Help Consultants** provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality.

**TAC Administrators** provide administrative support, maintain records, monitor processes, and can signpost professionals to local services.

**Further Support for Schools and Academies** In addition to the support outlined above, and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at [www.lincolnshirechildren.net/tac](http://www.lincolnshirechildren.net/tac).



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### Appendix H – Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
- Foster hatred which might lead to inter-community violence in the UK

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.



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More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations, and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

#### **Preventing violent extremism (Roles and responsibilities of the single point of contact (SPOC))**

The SPOC for St George's Academy is Mrs J Steward, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of St Georges Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism
- Sharing any relevant additional information in a timely manner





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### Appendix I – Keeping children safe in education 2019 Annex A: Further information

Annex A of the Children Safe in Education 2018 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.


As per Part One of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

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**CHILD PROTECTION AND SAFEGUARDING POLICY**

Policy Developed by: Jeanette Steward, Vice Principal	
Date Adopted: October 2019	
Reviewing Committee: Student Support	
Frequency of Review: 1 Year	
Date last reviewed: October 2019	
To be reviewed by: October 2020	
Name ..... G. Arnold .....	Signature .....  .....
Committee: Chair of Governors	